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BOOK REVIEWS

The Eleventh Yearbook of the National Society for the Study of Education. Part II. *Agricultural Education.* Chicago: The University of Chicago Press, 1912. Pp. 113. \$0.75.

This work is no less valuable by reason of the fact that the names of none of the eight contributors to the discussion appear in the list of active members printed in the back. It is the complement of Part I, *Industrial Education: Typical Experiments Described and Interpreted*, referring, of course, to "city" industrial education. The author of every paper is engaged in some important agricultural work, in teaching or research; and the society did well in arranging the program that it did. The range of the discussion is best shown by the following list of topics treated: I, "The Training of Teachers for Secondary Courses in Agriculture," A. C. Monahan, United States Bureau of Education; II, "The Vocational Agricultural School," R. W. Stimson, agent of the Massachusetts Board of Education; III, "State-aided Departments of Agriculture in Public High Schools," D. J. Crosby, United States Department of Agriculture; IV, "High-School Agriculture without State Subsidy," Professor W. H. French, Michigan Agricultural College; V, "Short Courses and Extension Work in Agriculture for High Schools": (a) "In the South," H. F. Button, Manassas (Va.) Agricultural High School; (b) "In the North," F. R. Crane, now a student at the University of Wisconsin; VI, "In Public High Schools Should Agriculture Be Taught as Agriculture or as Applied Science?" (a) Professor W. R. Hart, Massachusetts Agricultural College, (b) Professor G. F. Warren, Cornell University.

The first article contains interesting tabulations of the opportunities for study offered by the colleges to prospective high-school teachers of agriculture. The second is mainly a restatement of the scheme elaborated in the *Report* of the Board of Education of Massachusetts, reviewed in this journal, December, 1911. The third article contains a concise summary of the present status of legislation and the requirements laid down by the state authorities regarding state aid for agriculture in the local high schools. Professor French gives a very brief survey of conditions in five states in which agriculture is supported only by local funds and presents certain advantages of this plan and of the half- and single-year courses used in most of the schools of those states. Director Button tells, in a way not without pathos and tinged with the romance of the heroic, of his efforts to carry the influence of his agricultural department into the country districts of Virginia, where the term is only five or six months long and the roads are unspeakably bad. The versatility of these activities in the face of innumerable hardships should put to shame the discontent of many teachers working amid bounteous and often overexpensive equipment. Mr. Crane describes the possibilities of work with the comparatively generous equipment like that possessed by the county agricultural schools of Wisconsin. The inference is that the plan outlined is based on his experience as principal of the oldest of these schools. The two divisions of the last topic are not antithetical. The first is an inquiry into fundamental con-

siderations on which all discussion must rest and states some of the complexities of the problem. The second is a short brief against the views held by most teachers of the special sciences.

C. H. ROBISON

STATE NORMAL SCHOOL
UPPER MONTCLAIR, NEW JERSEY

Education for Citizenship. By GEORG KERSCHENSTEINER. Chicago: Rand, McNally & Co., 1911. Pp. xviii+133.

The Commercial Club of Chicago has rendered an important service to American education in its investigation into European schools. This is increased by the publication under the auspices of the first of Dr. Kerschesteiner's books to appear in English. The work of this significant educator has been reviewed in the *School Review* for March, 1908 (p. 344) and June, 1910 (p. 432).

The present work is an elaboration of the author's celebrated prize essay on "Civic Education." In eight chapters we are told of: "The Existing Opportunities: Their Development and Their Deficiencies"; "The Aim of Civic Education"; "The External Conditions"; "The Internal Conditions"; "The Scholastic Educative Forces"; "The Importance of Practical Work in School"; "The Non-Scholastic Educative Forces." The author's contributions to really democratic education have been excelled by none. He has acquainted himself with a wide range of efforts which relate school achievement to the foundation of productive work in civic, hygienic, and other forms of vocational or social activity. With these before him, he has met the needs of the youth of Munich upon an experimental and progressive basis.

The democratic interest of the writer is constantly in evidence. "Is it not strange that attendance at school up to the age of eighteen or nineteen is required from the small fraction of our people which is destined for the liberal professions, although they spring from families which possess both the means and the intellectual qualifications for accomplishing their educational duties, while we expose the overwhelming majority of their future fellow-voters to the unguarded dangers of everyday life when they are still little more than children?" "A large homogeneous mass of discontented people is dangerous only when the organization of the nation and of society makes a galley-slave even of the most efficient."

Dr. Kerschesteiner is ever at his best in his advocacy of "practical work." "Our public and private institutions, our curricula and time-tables, should be judged quite as much by their influence on the will as by their influence on the intellect." "The value of sterling work in the civic education of the mass of the people gains in prominence when we reflect that, for the majority of those leaving the primary schools, work must not only provide the principal means of educating the will but it also offers almost the only point of departure for the further development of the intellect, and with it, of all those traits of character that cannot properly be developed without insight into human life." "How then shall we approach the young citizen to develop in him a discerning altruism? To this question only one answer appears to me possible—at his work."

Workers in the fields of vocational, manual, moral, physical, and civic training will find this book filled with suggestions of interrelationships which, if taken account of in our present formative work on these lines, will save much waste and make for more adequate progress.